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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 20 titles discuss a variety of topics, including the following: (1) caregiver talk to toddlers in dyadic and polyadic care; (2) communication tactics for neutralizing verbal aggression; (3) physical attractiveness and nonverbal skills; (4) the effects of communication training on marital communication, satisfaction, and self-concept; (5) the interpersonal relationships of teachers, parents, and students; (6) evaluation of a communications skills program with stepfather-adolescent-mother triads; (7) the parent-adolescent dyad in the formation of political attitudes and perceptions; (8) communication equity and conversation in marital dyads; (9) a curriculum project in interpersonal communication and relationships; (10) communication strategies of public school and Montessori parents and teachers; (11) human communication networking in a teleconferencing environment; (12) communication barriers inhibiting sex education in the home; (13) interpersonal relationships as reflected in eleventh grade learning style preferences; and (14) the effects of interviewer presumptuousness and interviewee sex on interviewee self-disclosure in a female-conducted counseling interview. (HTH)

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COMMUNICATION TACTICS FOR NEUTRALIZING VERBAL AGGRESSION

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CAREGIVER TALK TO TODDLERS IN DYADIC AND POLYADIC CARE

Order No. DA8223096

ATE, DELTHYEA GAUTT, ED D. *Columbia University Teachers College*, 1982. 166pp. Sponsor: Professor Dwayne E. Huebner

Previous research suggests that certain features of the early language environment may foster first language acquisition. This study examined whether the incidence of these features vary under different child care conditions. Caregiver discourse was compared in two child care settings, dyadic versus polyadic, and at two levels of caregiver-child socio-emotional relations, primary versus secondary attachment.

Five caregivers were each observed a total of 180 minutes divided equally over three sessions: (a) caregiver-as-mother in dyadic care with her *own* toddler at home; (b) caregiver-as-mother/teacher with her *own* toddler in polyadic care at her home; and (c) caregiver-as-teacher with the *other* matched toddler in polyadic care at her home.

A total of 3,769 caregiver speech acts were analyzed. The *t* test was used to compare three pairs of group means; the level of significance was set at .01. Of the ten caregiver talk scores analyzed, three were found to be statistically significant: the Total Talk score under condition a versus b favoring condition a and under condition a versus c favoring condition a; the Total Spontaneous Talk score under condition a versus c with condition c having the greater mean; and the Total Responsive Talk score under condition a versus c favoring condition a.

The results suggest that group care programs where toddlers' own mothers play an active role have benefits for toddlers in that the responsive speech of the mother to her *own* toddler at home is replicated in the group care setting. Further, it appears that the mother's increased responsivity to her *own* toddler is, in part, among many other variables because of familiarity. This observation suggests that toddlers in group care should remain with the same caregiver for the duration of the time that they are enrolled in the group care center.

COMMUNICATION TACTICS FOR NEUTRALIZING VERBAL AGGRESSION

Order No. DA8215126

BOYD, WILLIAM EARL, PH.D. *Washington State University*, 1982. 177pp. Chairman: Robert E. Nofsinger

This study describes how interactants manipulate their talk in order to neutralize or inhibit the expression of verbal aggression. Focusing on talk, the study describes how interactants construct conversations to implement various strategies of neutralization. Transcripts of cadet police officers' attempts to neutralize aggressive conversations during training exercises and veteran police officers in role-playing situations provide the data for the investigation.

Verbal aggression is defined as a set of interaction strategies consisting of competitive, ad hominem arguments, instead of expressing a cooperative and sincere task orientation. Based on this definition and a review of the verbal aggression literature, two major interaction goals for neutralizing verbal aggression are formulated: (1) the creation of a cooperative rather than competitive interaction, and (2) maintaining a task or problem solving orientation.

Goffman's description of the concept of face provides a basic tool for this investigation. Face is described as consisting of two components: protective face (the desire of an interactant that his/her actions be unimpeded by others); and supportive face (the desire of an interactant that his/her wants be desirable to others). This description of face provides a link between the neutralization goals outlined in the verbal aggression literature and the resources used to construct conversation, as described in the conversation analysis literature.

Resources are elements (words, gestures, intonations, etc.) which are conventionally available for an interactant to use in constructing a conversation. A hierarchical framework of the structural components of conversation is used to investigate the resources. This framework provides a map of the topic, turn and act type resources used in conversation.

The investigation indicates that interactants routinely use two basic types of tactics in the successful neutralization of verbal aggression: (1) the retroactive definition of resources, and (2) the proactive definition of resources. These tactics function to constrain the potential for verbal aggression by restricting the resources available to the interactants. The tactics have their basis in the talk of the interactants and function as effective ways of neutralizing verbal aggression.

PHYSICAL ATTRACTIVENESS AND NONVERBAL SKILLS

Order No. DA8216230

BRIDEAU, LINDA BARBARA, PH.D. *The University of Wisconsin - Madison*, 1982. 150pp. Supervisor: Professor Vernon L. Allen

The present research investigated the relation between physical attractiveness and nonverbal encoding and decoding skills. A positive relation was expected between physical attractiveness and the ability to encode and decode visual and vocal cues to emotion. Subjects in study one produced facial and vocal cues for five emotions (fear, anger, sadness, happiness, and disgust). In study two subjects identified other persons' emotional expressions by using either visual or vocal cues.

It was predicted that physical attractiveness would be more strongly related to nonveral encoding skills than to decoding skills. The results strongly supported the prediction. Nonverbal decoding skills were not significantly related to physical attractiveness, by contrast, physical attractiveness was a good predictor of visual and vocal encoding skill for females, but not for males.

The present research also investigated the role of quantity of social interaction as a possible mediator of the relation between physical attractiveness and nonverbal encoding skills. Results indicated that amount of current social interaction did not account for the correlation between females' physical attractiveness and their nonverbal encoding accuracy.

THE EFFECTS OF COMMUNICATION TRAINING ON MARITAL COMMUNICATION, MARITAL SATISFACTION AND SELF-CONCEPT

Order No. DA8219094

BUSICK, CAROLE ANN, PH.D. *Texas A&M University*, 1982. 139pp. Chairman: Dr. Arthur J. Roach

The primary purpose of this study was to determine the effectiveness of the Minnesota Couples Communication Program (MCCP) in enhancing communication skills, marital satisfaction and self-concept. The underlying assumption was that if spouses, through participation in the MCCP, could improve the effectiveness of their communication, they would in turn increase the amount of satisfaction they derive from their marital relationship and further, that they would experience a positive change in the way they viewed themselves as individuals, as spouses, and as social beings.

A total of 36 married couples (n = 72) participated in this study. The experimental group, composed of 15 couples, and the control group, 21 couples, completed the following instruments: the Marital Communication Inventory (MCI), the Marital Satisfaction Scale (MSS) and the Tennessee Self Concept Scale (TSCS). Testing was done prior to the first session of the MCCP, immediately following the fourth session and finally after a 10 week period following the completion of the program. Control couples were given tests identical to those administered to experimental couples at time intervals equivalent to the pre-, post- and follow-up testing of the experimental groups.

Research hypotheses were studied using a split-plot factorial 2 x 2 x 3 design. Each of the six dependent variables (marital communication, marital satisfaction, personal self, family self, social self, and total P) was treated individually with an analysis of variance with repeated measures over sex and trials.

Findings showed the MCCP resulted in couples' increased satisfaction with their marriages and overall level of self concept (total P). Further, it was found that that aspect of the self malleable to this type of intervention was the personal self. The program also produced highly significant increases in communication skills but because of differences in the two treatment groups at pre-test, it is difficult to interpret this finding.

THE INTERPERSONAL RELATIONSHIPS OF TEACHERS, PARENTS, AND STUDENTS: A COMPARISON OF PERCEPTIONS

Order No. DA8221062

COOPER, KENNETH BARRIE, PH.D. *University of Colorado at Boulder*, 1982. 532pp. Director: Associate Professor Russell W. Meyers

The primary purpose of the study was to assist teachers, parents and students in increasing the accuracy of their intergroup interpersonal perceptions. It was a partial replication of a 1951 study completed in Massachusetts by Jenkins and Lippitt. The research problem statement for this study was, "What are the interpersonal perceptions which are present in the teacher-parent and teacher-student relationships within the Saint Vrain Valley School District of Colorado." Forty-five sixth-grade teachers, forty-five sixth-grade students, and one of the parents of each student paticipated in the research.

The interview was the main tool employed to gather data. All participants responded to the same eight open-ended interview questions as follows: (1A) What are the things that elementary school teachers do that parents like? (1B) What are the things that elementary school teachers do that parents dislike? (2A) What are the things that parents do that elementary school teachers like? (2B) What are the things that parents do that elementary school teachers dislike? (3A) What are the things that elementary school teachers do that students like? (3B) What are the things that elementary school teachers do that students dislike? (4A) What are the things that students do that elementary school teachers like? (4B) What are the things that students do that elementary school teachers dislike?

Responses were categorized and intergroup comparisons were made. Erroneous interpersonal perceptions were highlighted and discussed.

The major conclusions are as follows: (1) There are several potentially serious areas of intergroup interpersonal misperceptions in the teacher-parent and teacher-student relationships which may be contributing to strained intergroup relations and which may be inhibiting intergroup harmony and cooperation. These areas of misperception have changed little over time. (2) Teachers appeared less dependent upon parents for social or friendship ties than were teachers in the earlier study, while parents appeared to be more critical, more demanding, and less trusting of teachers. (3) In general, intergroup perceptions of the teacher-student relationship appear relatively unchanged over time.

A STUDY OF THE THEORETICAL RELATIONSHIP OF EFFECTIVENESS OF COMMUNICATION LEVEL OF MARITAL INTIMACY TAKING INTO ACCOUNT THE CONFOUNDING EFFECT OF INTERACTIONAL STYLE

Order No. DA8223408

DIPISA, JAMES JEROME, PH.D. *The University of Connecticut*, 1982. 104pp.

This study investigated the assumption that marital intimacy is largely determined by the effectiveness of communication between marital partners. The couple's particular style of interaction was thought to confound the relationship between communication and intimacy.

The methodology for answering the research hypotheses was an ANCOVA procedure. A sample of 30 couples was selected from a population that could be characterized as being homogeneous and middle-class.

The null form of two research hypotheses were supported. Specifically, it appears that the level of effective communication, taking into account the effect of interactional style, does not explain a significant proportion of the variance in the self-expressed measure of marital intimacy for the subjects of this study.

Four implications for future research were generated: (1) To identify some of the developmental stages that most marriages endure and to investigate how the stage of a marriage might effect the couple's level of communication and their feelings of intimacy. (2) To more completely investigate the idea that interactional styles can be classified along a continuum. (3) To develop a way of measuring the possibly unconscious phenomena called "conventionality" so that its effect might be included in quantitative analysis of the forces effecting level of self-expressed marital intimacy. (4) A stratified random sample of adequate size should be used in replication studies to account for the inherent instability of the multiple regression statistics as well as to identify some significant variation in effectiveness of communication and style of interaction between groups.

A GENERAL SEMANTICS EXTENSIONALIZATION: A STUDY OF SELF-REFLEXIVENESS IN SMALL GROUP PROBLEM SOLVING

Order No. DA8221938

HEBERT, PATRICK JOSEPH, PH.D. *Southern Illinois University at Carbondale*, 1982. 145pp.

General semantics provides an important methodology for facilitating isomorphic relationships between symbols and reality. Self-reflexiveness is perhaps one of the more significant non-Aristotelian premises that helps form the bedrock of general semantics. It is the process that enables one to form symbols and assemble words into statements--to use language to talk about language on a metalinguistic level.

Elwood Murray, in particular, advocated teaching the importance of awareness of self-reflexiveness with "checking" as a way of sensitizing the group member to his communicative behavior by enabling him to see himself as an "extensional" or relational manner outside himself. This serves to encourage social sensitivity and mental objectivity as similar "silent" pictures of reality are validated, increasing evaluational accuracy among group members.

By operationalizing self-reflexiveness, this study suggested a positive relationship between self-reflexiveness or perceptual accuracy at several human relations levels, high ranked/rated discussants, quality of the group product, level of intragroup metaperspective accuracy, and degree of mental objectivity present in the personality dimension.

AN EXAMINATION OF THE RELATIONSHIP BETWEEN CRITICAL THINKING ABILITY AND RISK-TAKING IN GROUP DISCUSSION WITH CONTROLS FOR SEX AND AGE

Order No. DA8226765

HOEHN, DOUGLAS BENTON, PH.D. *New York University*, 1982. 156pp. Chairman: Professor George Fluharty

The present study focused on an examination between critical thinking ability and risk-taking in group discussion with controls for sex and age. It was determined that discussion groups with high critical thinkers would more closely parallel the attributes of reflective thinking than would discussion groups with low critical thinkers. In that case, those groups with high critical thinkers would evidence more of a group and less of an individual response. This would, therefore, explain the risky-shift phenomenon in terms of a rational-cognitive explanation.

Two hypotheses emerged from the need for and the objectives of the present study. Each hypothesis addressed the issue of risk-taking and critical thinking ability in group discussion. Hypothesis one stated that a discussion group's critical thinking ability would have a relationship with the degree of risk that it assumed as a group with controls for sex and age. This hypothesis sought to establish that higher critical thinkers would take a greater risk than would lower critical thinkers. Hypothesis two stated that a discussion group with high critical thinkers would show a significantly greater shift to risk than would discussion groups with middle or low critical thinkers with controls for sex and age. This hypothesis sought to explain the risky-shift in terms of critical thinking ability. Sex and age were controlled for so as not to contaminate the results.

Three-hundred and forty-five subjects were used forming sixty-nine discussion groups of five discussants per group. Groups were formed as all-male or all-female based on critical thinking scores. Subjects each took the Choice Dilemmas Questionnaire II and the Watson-Glasser Critical Thinking Appraisal. Groups then discussed and reached consensus on the twelve items on the Choice Dilemmas Questionnaire II.

A oneway analysis of variance and the Pearson product-moment correlation coefficient was computed for both hypotheses. Hypothesis one was rejected. The amount of risk taken by each group had no relationship with their level of critical thinking ability. Hypothesis two was confirmed at the .0001 level of significance. A strong correlation was also found between critical thinking ability and shift to risk at -.56. These findings indicated that as critical thinking ability increased so did the risky-shift.

The findings therefore indicated that the risky-shift phenomenon can be explained, at least in part, by a rational-cognitive explanation. Critical thinking ability does have a significant relationship with the risky-shift phenomenon.

EVALUATION OF A COMMUNICATIONS SKILLS PROGRAM WITH STEPFATHER-ADOLESCENT-MOTHER TRIADS

Order No. DA8219616

HOWELL, ELMER LLOYD, PH.D. *Texas Woman's University*, 1982. 127pp.

The purpose of this study was to evaluate a communication skills program called Families Living Effectively Together (FLET); the objective was to determine if FLET could alter significant behavior within the blended family. The central themes analyzed were altering parenting styles, enhancing family communication, improving marital adjustment, and reducing family stress.

The 22 stepfamily respondents (132 subjects) who completed this quazi-experimental program were randomly assigned and classified as experimental, n = 27; and control, n = 17. The composition of each stepfamily included the female parent, the male stepparent and at least one adolescent child.

Both the experimental and control group families were given a pretest packet containing four paper-pencil instruments with instructions for completion at home. This procedure was repeated for the experimental and control posttest following the five week training program. The test instruments were the *Family Game*, *Parent-Adolescent Communication Inventory*, *Dyadic Adjustment Scale*, and *Behavior Profile Inventory*.

The data showed no statistical significance of improvement in the four areas under investigation. However, it can be inferred that most dysfunctional families tended to resist change, receive new parenting concepts slowly, and terminate self-growth activities pre-maturely, thus avoiding adequate closure on their dysfunction.

COGNITIVE COMPLEXITY AND THE PERCEPTION OF INTERPERSONAL LOGICS

Order No. DA8219816

JENSEN, ARTHUR DEVERY, PH.D. *University of Massachusetts*, 1982. 136pp. Director: Professor W. Barnett Pearce

The present study investigated the role of cognitive complexity as a structural trait in predicting the types of accounts people provide for unwanted repetitive conversations between well-known others. Specifically, more complex subjects were expected to provide accounts which emphasized the interpersonal logic of the test couple (i.e., how they behaved in relation to each other), while the less complex subjects were expected to rely more on the intrapersonal logic of one or both characters (i.e., their qualities as individuals). In addition, more complex subjects were expected to point out more situational factors which might influence the conversation while less complex subjects were thought to provide more global statements about the conversation and characters involved. Finally, a test was conducted to see if more complex subjects perceived subtle distinctions in the "reactive" and "purposive" forces operating in each character's interpretation and regulation of the conversation which less complex subjects did not perceive.

A total of 45 female viewers of a popular soap opera were tested for level of cognitive complexity and asked to write accounts of a recurring conversation between two characters from that show. Subjects were also asked to role-play each character to assess their perception of the conversational forces operating.

Results of the study indicated moderate support for the hypotheses concerning logic orientation and use of situational accounts when the integrative dimension of cognitive complexity was used as a predictor. The hypotheses were not supported when cognitive differentiation or abstraction were used as measures of complexity. No support was generated for the research question concerning difference in perception of conversational forces as a result of complexity. Interpretation of these findings and implications for further research are discussed.

THE PARENT-ADOLESCENT DYAD IN THE FORMATION OF POLITICAL ATTITUDES AND PERCEPTIONS: POLITICAL DISCUSSION, POLITICAL INFORMATION AND PUBLIC AFFAIRS MASS MEDIA USE

Order No. DA8218019

KENNAMER, JAMES DAVID, PH.D. *The University of Wisconsin - Madison*, 1982. 166pp. Supervisor: Professor Steven H. Chaffee

This study investigated the effects of parent and adolescent levels of public affairs mass media use and political knowledge on levels of parent-adolescent political discussion, accuracy of the adolescent's perception of parent political attitudes, and the adolescent's agreement with these attitudes.

It was argued that similarity on political knowledge and public affairs mass media use would result in more political discussions between parents and their adolescent offspring. It was also expected that the adolescent's accuracy in perceiving the parent would increase with parent-adolescent discussion when the adolescent was equal to or greater than the parent in media use and knowledge. The final hypothesis proposed that the adolescent would be more likely to agree with the parent when discussion is high and the adolescent is lower than the parent on public affairs media use and political knowledge.

The data consisted of telephone interviews with 718 parent-adolescent pairs from homes selected at random in Wisconsin.

The results for all three hypotheses were null. There were no effects of parent-adolescent similarity on public affairs mass media use or political knowledge. A post hoc analysis showed, however, that the adolescent and parent individual levels of media use and knowledge were all highly significant predictors of parent-adolescent political discussion, but that their similarity or difference on these variables was of no consequence.

The adolescent's accuracy was positively related to discussion only when the parent and adolescent were approximately equal on public affairs mass media use and political knowledge.

Finally, no relationship was found between agreement and parent-adolescent discussion under any conditions of parent-adolescent similarity or difference. A post hoc analysis found a tendency in two instances for agreement to be low when discussion was high and the parent is greater than the adolescent on these variables. This was the opposite of what had been predicted.

These null findings led to a rethinking of the original hypotheses. It was proposed that the family setting may be one in which other variables--such as parental support and power relationships--may overshadow these variables.

COMMUNICATION EQUITY AND CONVERSATION IN MARITAL DYADS: A STRUCTURAL, FUNCTIONAL, AND TOPIC-CHANGE ANALYSIS OF PUBLIC CONVERSATION

Order No. DA8215909

KRAYER, KARL JAMES, PH.D. *The University of Oklahoma*, 1982. 273pp. Major Professor: Ralph E. Cooley

This study examined separate public conversations between twelve husbands and wives in an effort to relate conversation behaviors to their perceptions of context-free and context-specific communication equity. Couples were arrayed according to husbands' and wives' perceptions of context-free and context-specific communication equity and were divided into three cells (high, medium, and low) for both equity formulations. Conversation behaviors were gathered from four questions and then analyzed according to three systems: structural, functional, and topic-change. Conversational behavior patterns, using constructs from each of these three systems, were related to the three levels of context-free and context-specific communication equity for each defined array. Because of the tight distributions resulting from the context-free and context-specific communication equity instruments, only the high and low cells were analyzed. Equity theory best accounted for conversation patterns for the structural system, turn-initiation, and topic-initiation.

STUDENT ECOLOGY: A CURRICULUM PROJECT IN INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

Order No. DA8216155

MARTIN, ELIZABETH ANN, ED.D. *Wayne State University*, 1982. 265pp.

The purpose of this study was to plan, implement, and evaluate a ten week course (as part of the regular curriculum) directed at improving less than successful tenth grade students' self-attitudes, interpersonal relationships, and behaviors.

Limited to fifteen males and females, the major criterion for inclusion in this class was less individual student school and personal success than one would expect from that student.

Additional to specific evaluation guidelines which addressed participants, facilitators, and others, a modified ASSET questionnaire was administered during the first and final weeks of the course. Information generated by this was intended only as an indicator of individual progress, not as a statistical measure for the entire group.

A case study methodology was selected to accommodate the wide range of participant diversity and the multiplicity of factors which were possible catalysts of change observed in the individuals.

Despite subjective affirmations of individual participant changes, only minor changes were noted by ASSET results; however, it is speculated that these changes at individual levels may have occurred.

Students are surprised to realize they are not alone in their problems and fears; their peers have similar feelings.

Students experiencing school-type problems find self-evaluation extremely difficult, though helpful to themselves.

While students with problems easily identify their own perceptions of effectiveness of a curricular direction or activity, they do not agree as a group on that perception and cannot suggest specific future directions, curriculum, or activities.

Greatest negative reactions to the activity/curriculum appear to be most evident in large group discussion and least so in a daily written synopsis by each participant. Every individual, at some time had intrinsic, insightful comment or observation to offer in daily written log comments.

Teacher-facilitator's perceptions of participants' classroom performances often vary sharply between facilitators, and between students and facilitators. Student disclosure revealed individuals' intrinsic awareness of their personal growth not readily observed in the classroom situation.

Participation as a co-facilitator of the type of class and activities effected by this project encourages that teacher's movement toward a more experiential and student oriented format in other classes taught by that teacher.

COMMUNICATION STRATEGIES OF PUBLIC SCHOOL AND MONTESSORI PARENTS AND TEACHERS

Order No. DA8216256

NOVAK, MARGARET CATHERINE, PH.D. *The University of Wisconsin - Madison*, 1982. 168pp. Supervisor: Professor Joseph Lawton

Two important aspects of teaching and caring for children were explored using a questionnaire: communication preferences for talking to children and assumptions about how children think about specific things in various situations.

Forty parents and teachers from Montessori Schools and forty parents and teachers from Milwaukee Public Schools completed a questionnaire concerning four social situations and one factual situation. Parents and teachers ranked responses to each situation from 1 to 5 or wrote an alternative response if none of those given were appropriate. Parents and teachers also predicted what they would actually do in each situation and described their ideal response in each case.

In the second part of the questionnaire parents and teachers gave their views on how children understood ideas relating to time, another's point of view, and play. The responses to the questionnaire by parents and teachers tended to reflect the basic philosophy of Montessori education, which is based upon a cognitive constructivist model in which rational authoritative and distancing strategies rank higher than diversion, normative authoritative, and direct authoritative strategies. Moreover, the beliefs and behaviors of Montessori parents and teachers tended to support this conclusion.

A difference was found in the diversion strategy whereby both groups ranked diversion high in the first and second social situations and very low in the fourth and fifth social situations. These differences were likely due to the particular type of situation described. The majority of subjects, both teachers and parents, responded with more cognitive reasons than social reasons to the five situations. They also responded more frequently with active answers than passive answers.

Finally, it was found that public school teachers and parents who were from upper middle class districts and professionally educated tended to use the same strategies as the Montessori teachers and parents. In fact, there were no significant differences between the ideal ranking of these five situations by these two groups.

HUMAN COMMUNICATION NETWORKING IN A TELECONFERENCING ENVIRONMENT Order No. DA8220526

RICE, RONALD EUGENE, PH.D. *Stanford University*, 1982. 360pp.

The objectives of this dissertation are (1) to study the communication networks of groups operating in a computer-conferencing environment, (2) to portray how these patterns change over time, (3) to describe the nature of group- and system-level structure, and (4) to discuss what implications these changes have for telecommunications design and policy. The chapters review and analyze topics such as telecommunications impacts, varieties of computer-mediated communication systems, the development of communication theory to consider longitudinal networks, and the range of analytical procedures appropriate for such research. The primary procedures used to detect and describe the communication patterns of interest, over time, include longitudinal plots of useful communication ratios, log-linear models of group structure, and transition matrices showing patterns of development in system structure. Additional procedures include clustering and multidimensional scaling.

Overall, system stability in a large-scale telecommunications system comes to depend upon reciprocal information exchanges. Communication activity in such a system provides indices which could be used to detect groups' potential patterns of development. System structure changes over time as groups occupy different roles which are based on the flows of information within the system. For example, initial usage levels are not good indicators of eventual usage levels; and "electronic migration" from group to group seems common. Whether the nature of the user group is task- or non-task-oriented appears to influence how the groups occupy these roles. Finally, computer-monitored longitudinal data and the network analysis program used seem to offer advantages and insights unavailable from traditional data and methods.

COMMUNICATION BARRIERS INHIBITING SEX EDUCATION IN THE HOME Order No. DA8218782

ROZEMA, HAZEL J., PH.D. *University of Kansas*, 1981. 142pp.

Past research has shown that adolescents gain the majority of their sex education from peers not parents. This study investigates the effect of four variables on the amount of sex education provided at home: (1) defensive communication climate, (2) sex of the parent, (3) degree of religiosity of the parents, and (4) degree of attitude similarity between parents and children about sexuality.

A descriptive questionnaire with Likert scales was administered to 194 undergraduates at the University of Kansas. Based on a factor analysis, Jack Gibb's 12 categories of supportive and defensive behaviors were collapsed into one communication climate score.

The results of t-tests and one-way analyses of variance showed that: (1) Peers not parents provide the majority of sex information ($p < .001$). (2) Mothers provide more sex information than fathers ($p < .001$). (3) During discussions of sexuality, the communication climate between adolescents and parents is more defensive than the climate between peers ($p < .001$). (4) The degree of religiosity of parents does not affect the amount of sex information conveyed or the degree of defensiveness in the communication climate during discussions of sexuality between parents and children. (5) Parents who share similar sexual values with their children also provided more sex information ($p < .001$). (6) Supportive communication climates between parents and children correlate with parents sharing more sex information with their children. (7) Males have a more supportive communication climate with their fathers than females during sex talks ($p < .001$). However, females have a more supportive communication climate when discussing sexuality with their same-sex friends than do males ($p < .001$).

Thus, while defensive communication climates may be a barrier to parent-child interactions about sexuality, shared sexual values enhance parent-child communication. Males gain little sex education from parents and have a defensive climate with same-sex peers. Suggestions are given for future research and for sex education seminars to combat these barriers.

INTERPERSONAL RELATIONSHIPS AS REFLECTED IN LEARNING STYLE PREFERENCES: A STUDY OF ELEVENTH GRADE STUDENTS AND THEIR ENGLISH TEACHERS IN A VOCATIONAL SCHOOL

Order No. DA8215825

STEINAUER, MARY HELEN, PH.D. *Southern Illinois University at Carbondale*, 1982. 96pp.

Both interpersonal studies and cognitive style research have shown that matching individuals on certain characteristics or values can produce not only harmony, but a more productive relationship. But in the critical teacher-student relationship, does matching teachers with students on certain learning style characteristics or preferences result in better classroom performance? Results of matching teachers and students using a variety of instruments has produced inconsistent results.

In this study, the subjects were four English teachers and 137 eleventh grade students in a two-year vocational school in Ohio. The students represented 22.7% of the 11th grade and 26 different vocational programs. The teachers and students were matched on 21 learning style preferences, based on their responses to two instruments designed by Dunn, Dunn, and Price. The teachers were given the Productivity Environmental Preference Survey, designed and normed for adults; the students were given the Learning Style Inventory, designed and normed for students in grades 3-12.

Standard scores computed by Price Systems were used; then difference scores between teachers and students on 21 learning style preferences were calculated. These difference scores were used as the 21 predictor variables, and the first semester grade in English was used as the criterion variable in a multiple regression equation. Analysis showed that the 21 variables in the equation explained only 12.6% of the variance within the .05 level of confidence. When the dichotomous variable, sex, and dummy variables to identify teachers were added, sex and Teacher # 3 proved to be the only significant variables. An analysis of variance showed females to receive higher grades, as had been expected.

Although none of the learning style variables proved to be a good predictor of grades, there was a noticeable pattern between certain learning style preferences and certain vocational programs. It is suggested that larger samples be taken of students in individual vocational programs to provide program profiles. Using these profiles as a data base, the Dunn, Dunn, and Price instruments might be explored for their potential uses in career counseling.

THE EFFECTS OF INTERVIEWER PRESUMPTUOUSNESS AND INTERVIEWEE SEX ON INTERVIEWEE SELF DISCLOSURE IN A FEMALE-CONDUCTED COUNSELING INTERVIEW

Order No. DA8221985

SULLIVAN, CHESNA R., ED.D. *Texas Tech University*, 1982. 95pp. Chairman: Dr. Gerald D. Parr

The issue of self disclosure is a topic of interest for researchers in personality theory, clinical psychology, social psychology, communication and other related fields. While many variables have been examined, one variable, interviewer presumptuousness, has not been examined in terms of its effect on interviewee self disclosure. Amount of speaker presumptuousness can be determined by a * coding method using eight verbal response modes. Examinations of this variable in other dyadic context, e.g., teacher-student, has yielded significant findings with relevant implications. Determination of the effect of interviewer presumptuousness and interviewee sex on interviewee self disclosure was the purpose of this study.

Subjects used in this study were 64 students enrolled in an Interpersonal Communication course at Texas Tech University. The interviewers participating in this study were 16 female students enrolled in an Interviewing Skills course at Texas Tech University. Each interviewer conducted four tape recorded interviews (i.e., two with a female interviewee, two with a male interviewee).

The dependent variable was the amount of interviewee self disclosure. A self-report questionnaire, administered immediately following the interview, was one measure of self disclosure. Self disclosure was also measured by trained coders who coded audio tapes of the interviews.

Independent variables were the level of interviewer presumptuousness and interviewee sex. Interviewer presumptuousness was determined by coding of audio tapes of the interview.

MALE GENDER-ROLE ORIENTATION AS A PREDICTOR OF CONFIRMATION/DISCONFIRMATION COMMUNICATIVE BEHAVIOR IN MARITAL DYADS

Order No. DA8216698

VEENENDALL, THOMAS LEE, PH.D. *University of Denver*, 1982. 187pp.

The purpose of this study was to answer the questions: (a) Are husbands' gender-role orientations related to their confirmation/disconfirmation behavior when they interact with their wives? and (b) Are husbands' gender-role orientations related to their wives' perceived confirmation? The relationship between male gender-role orientation and confirmation/disconfirmation behavior was investigated in the marital dyad.

Thirty-eight married couples participated in the study by completing test booklets and 15-minute discussion tapes. Trained judges coded confirmation/disconfirmation frequencies of male responses from the 15-minute discussion tapes. Interrater reliability was established between and among the judges through application of pair-wise correlations and Kendall's Coefficient of Concordance W (81.1 and 96.2). Male scores from the BSRI along with frequency and percentage scores obtained from a modified version of Sieburg's Interpersonal Responsiveness Category system were used to answer question one. Male scores from the Bem Sex-Role Inventory (BSRI) and female scores from the Perceived Confirmation Scale (PCS) were used to answer question two.

Although none of the hypotheses were supported, support for hypothesis one was established in the direction opposite that of the prediction. Results indicated that wives of sex-typed males perceived their husbands as more confirming than wives of all other males in the study ($df = 36$, $t = 2.51$, $p = .017$). No other relationships were found.

RELATIONSHIPS AMONG FAMILY OF ORIGIN, PERSONAL SKILLS, AND SELECTED INTERPERSONAL FACILITATIVE SKILLS

Order No. DA8225400

WALKER, MICHAEL RAY, ED.D. *East Texas State University*, 1982. 99pp. Adviser: R. Paul Johnson

Purpose of the Study. This study was designed to investigate the relationships among selected interpersonal facilitative skills, personal skills, and perceived health of the family of origin.

Procedure. The population for the present study was comprised of beginning counselor trainees enrolled in Guidance 510, "Introduction to Counseling." During the first scheduled class meeting, the students completed the Anderson Family of Origin Scale (AFOS) and the *Personal Skills Map* (PSM). Each counselor trainee also completed an audio counseling tape, a ten-minute segment of which was rated by three expert raters using the Carkhuff Scales--Empathic Understanding in Interpersonal Processes: A Scale for Measurement (EUIP) and Gross Ratings of Facilitative Interpersonal Functioning Scale (GRFIF). The AFOS and the PSM were scored, and statistical analyses were then conducted to test the hypotheses.

Findings. Significant positive relationships were obtained between the counselor trainees' ratings on the EUIP and their scores on the Self Esteem, Empathy, and Drive Strength scales of the PSM and between their scores on the Stress Management scale of the PSM and their Total Score on the AFOS. Significant negative relationships were obtained between the counselor trainees' ratings on the GRFIF and their scores on the AFOS subscales of Intimacy, Autonomy, and Total Score.

Conclusions. The findings in this study warrant the following conclusions: (1) The counselor trainees' empathic communication was significantly related to their personal skills of self-esteem, empathy, and drive strength. (2) The counselor trainees' perceived health of the family of origin was significantly related to their stress management skill. (3) The counselor trainees' overall facilitative interpersonal functioning was significantly inversely related to their perceived health of the family of origin.